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Bates College

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VOLUME XX.

THE

BATES STUDENT

Published by the Class of '93,

BATES COLLEGE,

LEWISTON, MAINE.

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THE

BATES STUDENT.

VOL. XX. DECEMBER, 1892. No. 10.

THE BATES STUDENT

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CLASS OF '93, BATES COLLEGE,

LEWISTON, ME.

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VOL. XX., NO. 10.—DECEMBER, 1892.

EDITORIAL.

AS THE time approaches for us to lay down the editorial pen, we would not fail to mention the benefit which we think our work through the year has brought to us, the pleasure that we certainly have experienced in performing it, as well as a word or two upon college journalism in general. In a recent letter to the STUDENT, an alumnus, who occupies a prominent position in Massachusetts, in mentioning those parts of his college course which he considers to have a direct bearing upon present duties, includes the knowledge and experience gained from work done on the college magazine as one of those parts, and by no means the least, that are most available in the business of life. The experience gained from preparing articles for publication, and in soliciting contributions from others; the skill and the care that is necessary in correcting proof-sheets, and in keeping out objectionable matter; all these we feel to have been of practical benefit to us, and a valuable part of our college course.

There has been a pleasure, too, in looking forward to the issue of the various numbers, and in comparing them with those of previous years and of other institutions. The regular ap-

pearance of our own and other magazines has been looked forward to with eager anticipation, and has helped in a measure to break up the monotony of daily work.

The growth of college journalism has been marvelous. We have not the date of the appearance of the first college publication; but suffice it to say that there are no less than seven colleges and universities at the present time publishing *daily* papers, to say nothing of the great number of monthly and semi-monthly issues. There are, we saw it recently stated, one hundred and ninety college papers in the United States. This is indeed a grand showing. One of the attractive features, we think, of the educational exhibit of the World's Fair would be the collection and proper arrangement of these college papers and magazines. They would show, as in no other way, the wonderful growth and prosperity of our educational institutions.

To feel a just pride in his own college publications; to contribute to their columns whenever called upon, and thus to derive some of the benefits that are possible from such publications; these things should be the duty and earnest endeavor of every student.

THE public school question in this country is assuming new phases since the arrival of Monsignor Satolli, who comes as the authorized head of the Catholic church in the United States. In his recent manifesto he proposes three plans for the adjustment of the question which is now so agitating the American public. His propositions are: First, that, by an agreement between the bishop and school board, Catholic children shall receive instruction in the catechism during "free time," and that religious instruction shall also be given in the high schools and colleges in the form of free lectures; second, that classes in the catechism and doctrines of the Catholic faith shall be held outside the public school buildings; third, that parents should take especial care in the training of their children, and that the pastor should have classes of children in the parish school, and should show "stronger marks of loving solicitude" towards those children who attend the public schools. Choice is to be made between these three plans according to circumstances of location. Further, Monsignor Satolli urges that the teachers should procure diplomas from the school board of the state as well as from the church.

This may seem to many as a radical change of policy on the part of the Catholic church towards the public schools of this country. If it is such, what has brought it about? And is it sincere? Has recent outspoken American sentiment, even by leading Catholics themselves, been too formidable an obstacle for it to encounter? Or does it expect to gain by stealth what it might not by open action?

It is evident by Monsignor Satolli's utterances that the Catholic church still fails to accept the public school in its true relation, viz., as a purely secular institution, and would make it, if possible, subordinate and subsidiary to that church. If one church preserves its distinctive religious instruction, why

not each and all? Once attach the Catholic church to the public school in any manner, certainly all other denominations should be granted the same privilege. The only true way to preserve the public schools of the United States is to wholly divorce them from anything that partakes in the least of sectarianism. The issue of this seemingly new departure on the part of the Catholic church will be carefully observed by all friends of the public schools.

IF IT should be asked what is the chief lack in our educational system the answer might safely be, failure to stimulate and to train investigating and reasoning powers. The average student is content to accept as conclusive what is offered him as the result of other men's thinking, without expending thought or time of his own.

"It is wonderful," says Frances E. Willard, "how many minds are a period instead of an interrogation point, and as for an exclamation point as the symbol of a mind only the greatest were ever that." The remedy for this defect is within the power of the student himself, and indeed nothing entirely outside of his own will can develop his thinking powers. As suggested above, he can be an interrogator. He can cultivate the divine gift of curiosity with which every intelligent person is naturally endowed. He can assume toward everything, even the most commonplace, the attitude of a questioner. He can habitually let the question *why* follow the acceptance or denial of facts as they are presented to him.

Observation and interested inquiry are the first steps that lead to independent thinking, for they lead to *definite*, *individual* knowledge, and without this to start with, no thinking can be profitable.

The attitude of a learner is that of the greatest minds. It is said that Socrates once said to those about him, "The only difference between you and me is that you, knowing nothing, think that you know something, while I, knowing nothing, am aware of it."

WE NOTICE with pleasure that we are to have for an elective in the summer a critical study of Browning. The addition of this elective to the curriculum gives us one more term of English than we have hitherto had, and many, doubtless, will avail themselves of the privilege of becoming critically familiar with this popular author. To the study of Shakespeare the coming term, we are looking forward with much pleasure.

Speaking of electives, we wish it were possible for the introduction of more history into the college curriculum. While perhaps this is not possible at the present time, yet we certainly feel that there should be more history in the course. Of the importance of a good knowledge of history it is unnecessary to speak. That means may be devised whereby this desired result may be attained in the near future, is our earnest wish.

ALL friends of education are gratified at the recent good fortune of the metropolis of the Great West.

Chicago is, indeed, to be congratulated upon the magnificent gift which she has received from her wealthy and philanthropic citizen, Philip D. Armour. This practical benefaction is made especially prominent from the fact that it was announced almost simultaneously with the death of one of America's multi-millionaires, Jay Gould, who, had he lived a few years longer, would probably have become the richest man in the world.

It is almost impossible to refrain from contrasting the lives of these two men, the living and the dead, in the disposition which they have made of their wealth. Mr. Gould has left the immense property which he had accumulated entirely to the surviving members of his family, with no bequest whatever for any public institution. It is asserted that during his life-time he had given to the relief of the poor and needy in a liberal yet unostentatious manner, but it is well known that he had caused the ruin of many of his fellow-citizens simply because they stood between him and the accomplishment of some of his great schemes which would yield him millions but impoverish them. How different it is in the case of Mr. Armour! While yet in the prime of life, almost, he has made a most munificent contribution to the cause of education in the gift of a thoroughly equipped scientific and technical institute. From the income of the princely sum of one and a half million dollars, with which he has endowed this institute, it will be amply supplied with funds to carry on its work and secure for it the best of instructors.

Which of these two men, as a class, gets the more enjoyment out of life? Which is the more esteemed? Which will be accounted the more successful by generations to come? Is it the one who gains riches that he may add to his own private hoard, or is it the one who, recognizing the fact that his fellow-creatures have aided him in obtaining his wealth, and therefore have a moral, if not a legal, right to a share of it, gives to the world an Armour institute with its exceptional facilities for a practical education? There can be but one answer. The one goes through life receiving only the outward signs of respect which wealth inspires, and dies unlamented. The other is respected and honored by a people who appreciate his good deeds; and when he dies, his name will live through the lives of those who have been, and the countless others who will be, benefited by his philanthropy. The lesson to be derived from the examples of these two men is obvious. While there are comparatively few who have the means to found an institution like those established by Senator Stanford, Mr. Armour, and others who have preceded them, there are many who are able to very materially increase the endowment of the numerous colleges and other institutions of learning which are already doing a noble work, but which could accomplish much greater results with an enlarged endowment behind them.

COLLEGE athletics have gained a wonderful popularity during the last few years. Educators have come to realize that the mind must not be de-

veloped at the expense of the body, but that the best development physically aids in the best development mentally. The public in general appreciate the important place athletics fill in college life and take a lively interest in them. The brief notice in some inconspicuous part of the paper that was sufficient a few years ago for the report of the doings of the college teams, has now in its place the large typed columns of the first pages of our dailies.

We are now feeling the reaction of former years, and are perhaps rushing to the other extreme and giving, it may be, in some of our larger institutions, too prominent a place to athletics. However this may be, one thing is certainly true, as the close of some of this season's games has shown, that with this increase in popularity there have also crept in some evil tendencies which, unless they are soon made rid of, threaten not only the games themselves but the institutions that support them.

The amount of gambling and carousing that accompanies the foot and base-ball games of our larger colleges is nothing less than scandalous, and it is time not only that public men should consider this subject, but that the college authorities themselves should take some measures, even though it be at the expense of the games themselves, to do away with these evils.

It is said that so extensive is the betting that the business men in college towns feel the effect of the winning or the losing of a game by thousands of dollars. The loss of a game means to them not only loss in trade but also of a great number of bills which the students have contracted, but by the reckless venture and loss of their money are unable to pay.

Public sentiment ought to be such as to put a stop to these things. The disgraceful proceedings of the students in New York on Thanksgiving day and the general rowdyism and drunkenness that has followed since, will increase the feeling now urging itself upon thoughtful minds, that these evils are corrupting our larger institutions of learning and are preventing them from attaining the highest good of which they are capable.

In the prelude to a sermon, a New York preacher recently mentioned the fact that the majority of our best scholars and most successful men come from the smaller colleges; and explained it on the ground that the excessive sports of our larger colleges unfit the students who take part in them for the best active work of life. He urges this advice upon those who still feel the need of able college-bred *men* for the world's highest demands, "if the rich men believe in developing the brains of the country, let them endow the hundreds of small struggling colleges throughout the land."

It behooves Bates, with her splendid enthusiasm for athletics, and her already well-deserved reputation for a high moral standard, to be even more earnest to keep her sports free from these vices and to heartily discountenance them. It behooves our larger institutions, where these evils have already sprung up and made so strong a growth, to make every effort to uproot them be-

fore they sap the life and utterly kill so invaluable an institution as college athletics.

It remains largely with the students themselves to determine the character of the sports for the future.

LITERARY.

A FEW THOUGHTS ON GEORGE ELIOT AS A WRITER.

By Annie L. Bean, '93.

NO ONE, even the most unsusceptible, can fail to receive impressions deep and lasting, from the perusal of anything from the pen of George Eliot.

Her characters seem like living personages that have somehow come within our personal acquaintance, who have many of them touched our sympathies and aroused feeling as deep and real as the human beings that surround us. She holds up to us pictures of real life, fascinating, pathetic, ludicrous, that cannot fail to arouse broader sympathies, and a larger and more charitable view of life, whatever it may have been. No treatise on ethics, no separate abstract philosophy can deal more subtly and more powerfully with the laws that govern life, and their inevitable consequences than do her novels.

And this power of portraying so truly and so widely human character is the quality that ranks her high among novelists. Dickens, and Thackeray, and Scott, great as they were, dealt chiefly with characters of their own creation, and not with life as it is at its core. Peerless as they were, in their particular way, George Eliot adds to their power of looking *at* things, the gift of "looking into things and through things to the laws of life they illustrate and by which they are governed." Herein is her strength. Painting life as she found it she was, as she herself said, "content to tell her stories without trying to make things seem better than they were, dreading nothing but falsity, which, in spite of one's best efforts there is reason to dread."

There is no falsity in her writing. It is awfully real. She recognized, not as a pessimist, but with practical fearlessness, the fetters imposed upon men by heredity and environment, and never is there any anachronism in her characters between cause and effect, between what has been, and so may be. Unnatural indeed are some of the turnings of her books, but so are the turnings of real life.

A less gifted writer would never have caused the strong Adam Bede to fall in love with the frivolous Hetty, or the aspiring Dorothea Brooke to be so cruelly deceived in the soulless Causabon. A less gifted writer would not have allowed Tito to be so disappointing, or have represented a character so obstinately contradictory as Arthur Donnithorne. But they are all events and characters as true to real life as real life is to itself. There are no incongruities in the portrayal of such of her characters as are established. Mrs. Poyser is always consistent with herself. And in the development of the life and character of those whose growth we can follow, everything is true to what she makes us feel is

inevitable from what precedes and from the laws of life. Strong insight into the hidden workings of men's souls, penetration into motive and purpose, dealing with feelings that almost every reader thinks peculiar to himself, are present in all her writings. She saw into the human heart, and what an unnatural and ungovernable thing it is, devoid of strong purpose. Always the purpose of her books and the one obvious lesson that they teach is the necessity of individual life being true to the laws that govern all life, and the dangers and inevitable consequences of selfish and cowardly yielding to low instincts. We are struck with the versatility of her character painting. Her keen observation and wide-varying sympathy include all forms of society and all modes of life. As if she were behind the screen that veils men's purposes and hidden designs, she discovers the principles of life that move to action as well the saintly Dinah as the vain Hetty. She speaks epigrammatic hard sense through Mrs. Poyser's lips, and as well voices the ideal longings and aspirations of Dorothea Brooke.

She lived *inside* her characters, as a great writer once said of himself, writing from within, and from the standpoint of those of whom she wrote.

Her appreciation of the commonplace was noticeable and strong. Her stories are all the tales of every-day life, and her characters find their living representatives all about us. She said herself: "In this world there are so many common, coarse people. It is so needful we should remember their existence, else we may happen to leave them quite out of our religion and philosophy, and frame lofty theories which only fit a world of extremes. Therefore let us always have men ready to give the loving pains of a life to the faithful representing of commonplace things; men who see beauty in these commonplace things and delight in showing how kindly the light of heaven falls on them."

Her deeply religious characters prove her own spirituality. No mere force of intellect, no study of the lives and experiences of saints and exemplars of holy living could have enabled her to exhibit the inner lives and soul experiences of some of her characters, without a corresponding sympathetic experience. From the religious appearance of Bulstrode to the cool, calculating piety of Mr. Irwine, up to the serene faith of Dinah, the difference between hypocritical assumption and genuine piety is well discerned and appreciated.

Her novels are not morbid any more than real life is morbid. Humor pervades all her pages, rich, suggestive, and irresistible, and it is applied to even the most weighty themes, but never strained or out of place.

Such are some of the characteristics of George Eliot as a writer that suggest themselves as one carefully reads and digests her books. Many others there are, but these are prominent. We repeat that one's philosophy of life can hardly fail to be broadened and human sympathy deepened by a reading of her books. Such a result is richest reward to the reader, and to the author praise none higher than which can be bestowed.

PHORION.

By G. M. Chase, '93.

"Dost thou remember Phorion? That boy
Who used so well to play the lyre and sing,
When we were boys, in the Arcadian town?"
"Yes; often I recall to mind how he
Was wont to sit, about the sunset hour,
Beside the spring outside the village, near
The clump of hoary gnarled old olive trees.
There he would sit and sing, while all around
We crowded—we the noisy village youth,
Hushed then to stillness—and of older men
Not few; for shepherds, who on distant hills
Tended their flocks, and rugged farmers' men,
Who tilled the brook-side valley, e'en the slaves,
All loved his song. And many a village maid,
Coming to fill her pitcher at the spring,
Would all forget her errand, standing rapt
While Phorion sang beneath the olives gray.
How often you and I would listen there,
Scarce noting how the time passed by, until
The topmost eastern crag had golden gleam'd
And lost its gold, and from the western slope
Beyond the town the purple slowly died,
And evening fell; while through the vale below
The chill mist-laden air crept from the brook!
Then he would cease his singing, and we all
Walk slowly homeward, thinking mighty thoughts
Of ancient heroes, vaguely in our hearts feeling
The wish and power to rival them.
For of such things he sang; and sometimes, too,
He sang the coming Golden Age, when strife
And care should cease, and life should be
One round of song and sunshine, and the gods again
Should walk among us, as in days of old.
So real he made it seem, that, while we heard,
No more remembered was the weariness
Of daily grinding toil, the dull routine
Of our Arcadian town, the meager fare
Of spring, and shivering gloom of winter days;
But, drunken with his melody, we dreamed
The Golden Age had come, and seemed to feel
Its peace and sunshine gladdening our hearts.
And then we said our Phorion was a god,
The golden-rayed Apollo in disguise.
"At other times our village was his theme;
Its daily sights and sounds—the potter's toil,
The blacksmith at his forge, the market-place,
And even our boyish games and sports—all these
He sang of, but more oft our hills and plain,
Our little brook, our sacred olive grove
And its sweet-voiced choir of nightingales.
And naught that he had sung of seemed the same
As erst; but as the sunshine in our street
Made all things gladder, brighter, so his song
Made what was common beauteous, and brought
An added loveliness to what was fair.
Ah! fair and bright indeed those days look now,
Behind the years since then—tumultuous years
In Persian satraps' employ, and of late
With Dionysius, here in Syracuse.
Ah! those bright youthful days, and Phorion!
Long since, perchance, our Phorion ceased his song
Beside the spring, and in the olive-grove.
Too sweet for earth, his voice cheers now the gods;
Only his ashes keeps the Arcadian soil,
And in the cyprus o'er his grassy mound
Some broken-hearted nightingale complains."
"Well, I saw Phorion not a month ago."
"Saw Phorion? And here, in Sicily?"
"This way it was. You know, some three weeks since,
I, with my company as escortment
To Gela, with the envoys, reached the place;
The days until return were all my own;
So, roaming o'er the town—sightly it is
And large, near by a pleasant stream—I stroll'd
Into a suburb, where were porticoes
And gardens. Hearing music, I was drawn
To join a group who listened, while some one
Sang sweetly to the lyre; I could not see,
At first, who sang, too many thronged between.
Young were the most, and rich; with jest and laugh
They filled the music's pauses. Nearer come,
I soon could hear the songs; light melodies
They were, in praise of beauties and of wine,
And such-like things, that young men love to hear,
Mere clever trifles. I had turned away,
About to leave, when some one moved aside
In front of me, and, looking back, I saw
The singer, with a garland crowned, and face
Wine-flushed; a careless smile played o'er his lips
As he drank in the admiring group's applause,

And—thunder-struck—I saw—'t was Phorion.
He saw me not at once, but as his eyes
Roved o'er the crowd, at last they glanced
on me.
You should have seen that look; he redden'd,
paled,
His lips twinged as in pain, and breaking off
His half-sung strain, another he began,
Most wondrous sweet and sad; I listened,
moved;
For soon I knew 'twas of our youth he sang,
And the Arcadian days so long fled past.
Believe me! Even to my boyish eyes
Never so real those scenes did seem, as there
In that strange city, listening to his song.
I saw again the pastured hills, the dew
Cool on the short grass in the early dawn;
I saw the mist-wreaths rising from the brook:
Uncovering its stony course, and banks
With tangled weeds and bushes thick o'er-
grown;
I saw the marsh, with reeds in serried file;
The ancient bridge, its arch of rough-hewn
stone;
The little temple, white in noon-tide blaze;
The stony fields, where farmers toiled all day;
The crooked village lanes, the rising smoke
At twilight, when the evening meal was
cooked;
I saw the flocks returning to their folds
As I saw once in evenings long gone by.
And, lost in thought, I scarcely heard the
song,
But only knew it grew more sweet and sad,
More and more sad, until it reached its end.
All bathed in tears my face, and many wept
Among that group; and he, the singer, cast
One look at me of grief unspeakable,
Then groaned, and straightway covered o'er
his face."

THE CHAMBERED NAUTILUS.

A Poem Study.

By H. B. Adams, '93.

AMONG all the beautiful gems which make up America's golden treasury of song and verse, there is none with more poetical thoughts, or a nobler purpose, than the above well-known production of our genial Autocrat. To help us observe nature in all her manifold forms; to aid us in deriving the lessons that she continually seeks to enforce; this is the true mission of the poet, and well has Holmes performed this mission in the beautiful little poem, "The Chambered Nautilus."

To fully appreciate all the references in the poem, it is necessary for us to acquire a little knowledge of the life and habits of the nautilus.

It is the representative of an order of mollusks now reduced to a few species, only three being known at the present time, although the existence of certain fossil remains attests its great abundance in former geological periods. One or more species must have been known to Aristotle, as appears from descriptions in his works. Yet it is but recently that they have come under the observation of modern naturalists. The species of the nautilus that is now the best known and apparently the most abundant, and of which our poet sings, is the Pearly Nautilus which is found only in the seas of warm climates, notably in the Indian and the Pacific oceans. It commonly inhabits the bottom of the sea where it creeps about; but sometimes it rises to the surface, and may be seen floating there. The shell is spiral, the spire, however, not being elevated. Internally, it is camerated, or divided into chambers by transverse curved partitions of shelly matter. Hence the use of the term, "chambered." Let us quote:

This is the ship of pearl, which poets feign,
Sails the unshadowed main,—
The venturous bark that flings
On the sweet summer wind its purpled wings
In gulfs enchanted, where the siren sings,

And coral reefs lie bare,
Where the cold sea-maids rise to sun their
streaming hair.

Although the old story that the nautilus spreads a sail in order to move over the water is entirely fabulous, yet, in combining this poetical idea with the fact that it has a most beautiful pearly shell, what an apt comparison the poet has given us, in the "ship of pearl sailing the unshadowed main, and flinging its purpled wings on the sweet summer air."

As the nautilus is found most abundantly in the warm waters of southern seas, how appropriate is the reference to the "siren," and the "sea-maids"; for on the "coral reefs" of those climes, the mermaids are wont to recline in fable.

Year after year beheld the silent toil
That spread his lustrous coil;
Still, as the spiral grew,
He left the past year's dwelling for the new,
Stole with soft step its shining archway
through,
Built up its idle door,
Stretched in his last-found home, and knew
the old no more.

In a very young state, this camerated structure does not exist; but as the animal increases in size it deserts its first habitation, which then becomes an empty chamber, and so proceeds from one to another still larger, occupying the outermost only. As the nautilus never returns to its old chamber, the poet aptly calls each partition an "idle door."

Thanks for the heavenly message brought by
thee,
Child of the wandering sea,
Cast from her lap forlorn!

What is the message brought to us by this child of nature, or as the poet says, mindful of old ocean's ceaseless ebb and flow, "of the wandering sea"? That we should not be satisfied with our present condition, but should continually strive for a larger growth, for something more noble and thrilling than ordinary life affords, is, I think, the message brought to us by the pearly visitor, is the lesson that the poet would have us learn.

From thy dead lips a clearer note is born
Than ever Triton blew from wreathéd horn!
Through the deep caves of thought I hear a
voice that sings,—
Build thee more stately mansions, O my soul,
As the swift seasons roll!
Leave thy low-vaulted past!

Triton, of whom the poet speaks, is one of the interesting characters of Greek mythology. He is the son of Neptune and Amphitrite, and dwells with his parents in a golden palace at the bottom of the sea. Riding over the waters on a horse or other sea-monster, he soothes the turbulent waves by blowing his shell-trumpet, his "wreathéd horn," as Wordsworth calls it.

The poet gives us an excellent metaphor in "the deep caves of thought."

O poet, last of an illustrious trio, thou hast helped us to observe nature in one of her many forms, to see beauty in a little shell cast upon the shining shore by the wild sea waves. In the afternoon of thy life, rest secure, thy mission well performed.

O nautilus, creeping upon ocean's slimy bottom, or sailing with "purpled wings the unshadowed main," thanks for thy heavenly message.

As often as we behold thy beautiful "lustrous coil," we will think of thee, and of the sweet singer who has rescued thee from oblivion. And as the remembrance of thee and thy pearly home comes over us, we will strive, both intellectually and spiritually, for something higher than we have yet attained, and

> Let each new temple, nobler than the last,
> Shut us from heaven with a dome more vast,
> Till we at length art free,
> Leaving our outgrown shell by life's unresting sea!

REACTION AS AN ELEMENT OF PROGRESS.

By R. A. Sturges, '93.

FEW great and noble causes, whether in the moral or material realm, have reached their ultimate success without some periods of reaction, which have really, as the event has proved, given them greater impetus and earlier consummation. What to the finite mind seems retrogression, to the infinite is often greatest progress. To reach the mountain top, we must first go through the valley. The mighty torrent, loosed from its icy home, pursues its devious way, now forward, now doubling upon itself, yet ever flowing onward to the sea. As the hand that wields the hammer is drawn backward to gather energy for a second blow; as the receding wave receives added volume that it may rise the higher on the beach; as the sap returns to the roots, after it has done its season's work of elaborating the fruit and foliage, each year adding new fibre to the sturdy oak; as the water is drawn by the sun's rays to recharge the reservoirs of the clouds, that it may again return to irrigate the earth and cause it to bring forth plentiful harvests,—so the reactions in the great political, industrial, and religious problems that are engaging the minds, the hearts, and the hands of humanity the world over, may be but the temporary retreats which afford opportunity for reinforcements to complete the overthrow of the enemies of right.

In reviewing the history of our own country, we find much to substantiate this proposition: Truth reacts to its advancement, error to its destruction. When slavery, that relic of barbarism, had gained such strength that it boldly determined to extend its dominion northward over our new territories, and sought the repeal of the "Missouri Compromise," it had reached the climax of its enormity, and the reaction that followed ended only in its extinction in the Proclamation of Emancipation. When Bull Run sent its thrill of horror through the heart of the entire North, it only energized the dormant forces, and kindled the latent fires of patriotism for greater effectiveness in the bloody struggles to follow. The reaction in the abnormal monetary conditions produced by that struggle, in which fortunes disappeared with the same facility with which they had been acquired; in which the millionaire of yesterday became the beggar of to-day; in which widespread disaster seemed threatening the very life of the nation itself, was, nevertheless, but the operation of the surgeon's knife, cutting away the superficial, the unnatural, fungous growth from our body politic.

The sound basis of specie resumption that followed this terrible ordeal, fully justified the wisdom of the surgery.

But turn back the pages, and scanning the history of the Old World, what do we behold? Egypt, Persia, Assyria, Greece, Rome! How the names stand forth as the embodiment of all that was great and grand in ancient civilization! With what a glamour of magnificence and power do these dynasties impress our vision! With what prodigality was wealth dispensed for selfish gratification and national glory, while man, the one being created with an immortal soul and capable of reaching to the infinite, became the servile tool of despot's will, or the no less servile votary of sensuality and passion! Need we wonder, then, at the prodigious reaction which ensued, and precipitated upon mankind that remarkable period in the world's history known as the Dark Ages? Can we not aver that it was the natural consequence and inevitable result that must follow before the race could rise to a higher and better plane of existence? Was it not the demolition of a defective structure in order that a better might be reared in its place? The prostitution of religious, political, and civil rights demanded an heroic epoch such as the world had never seen. Feudalism, barbarous though it may have been, gave men a courage and independence hitherto unknown, while the chivalrous knight-errant first flung down the gauntlet in defense of right, or joined the Crusades for the restoration of the Holy City. From such material were evolved characters, in the social and political sphere, destined to work out the problems which seemed then in hopeless chaos. Amid all this darkness, they were the beacon stars of hope,—the men to lead future generations in the march of progress. With thought unfettered, literature and the fine arts were revived and stimulated, religious freedom from papal assumptions asserted, and the work of Martin Luther and the Reformation became a possibility—aye, even a necessity.

Such, in brief, was the valley through which humanity must go, before it could ascend the mountain of our present incomparable civilization. That valley was not finally passed till the little Mayflower, with its band of devoted Puritans, who had been oppressed by the spirit of ecclesiastical bigotry, crossed the broad expanse of ocean to scatter the seeds of religious liberty throughout the New World. Reaction though it was, viewing it as we may in the light of this nineteenth century, the Dark Ages become a period of marked progress in the world's great history.

What, then, is the source of our hope as a nation? Only in adhering to the fundamental principles of equity and justice upon which it was established. Unlike the civilizations of the past, ours recognizes the supremacy of God, rather than man; and all the efforts for its overthrow must not only be in vain, but react to its permanence and perpetuity. Pessimism may point out ominous signs of the times; religious dissension may disturb our sanctuaries; labor agitations may run riot in the marts of business and trade; political knavery may assail

our civil structure; and social lapses may threaten with moral malaria; yet with the prow of the old Ship of State pointed to the pole-star of right, she will outride the storm and her sails only receive the greater propulsion from the turbulent elements. Andover controversies will only increase the reliance in gospel truth; Ingersollism, faith in God. If true to our trust, these need be but the incidents to a healthy growth; and humanity with its hopes and fears, its cares and toils, will find an increased prosperity, a nobler manhood, and a still higher national civilization.

THE OVER-SCIENTIFIC IN EDUCATION.

By Evelyn J. Winslow, '93.

THE word over-scientific is not a familiar one, but it is applicable to this age in general and to our ideas of education in particular. And by this I mean, not that there is too much study of scientific subjects, but that there is a too broad application of the purely scientific method of analysis to every branch of study. For instance, our text-books and methods of teaching English grammar are directed toward the one object of enabling the student to analyze the language. We take sentences to pieces, examine the force and relation of each part, and are instructed to build new sentences according to the laws thus discovered. This is right if our object is to develop our powers of analysis or to learn facts about the language. But every close observer knows that it is practice in the *use* of language, and not practice in the analysis of language nor knowledge of facts about language that leads to correct speech. And the same might be said of Logic, which, like Grammar, is universally understood to be a study of "practical usefulness." But these are but mild illustrations of my meaning, and I pass on to another example.

Ask the average student of literature wherein lies the charm of a certain masterpiece, and he will answer by enumerating some of the factors which make up good style. "In its vividness, secured by expressive adjectives and figures of speech, and by natural description and life-like delineation of character." And by further questions you can learn just what, according to his idea, goes to make a description natural or a delineation of character life-like. And I believe that he often has the impression that a masterpiece of literature is simply a happy combination of these components, into which he has found that all literary merit is to be resolved by the process of analysis which is so much employed in our scientific methods of study. Of course no one would deliberately draw this conclusion, but a semi-unconscious impression to this effect is left upon the mind of the student, with the result that his conception of genius is what might be called grossly materialistic. For I have no doubt that it is the extension of this same scientific principle of analysis into all departments of education which produces the materialism so characteristic of modern thought.

The greatest triumphs of this century

have been won in the field of scientific investigation; and nothing is more repulsive to the healthy intellect than that superstitious dread of the mysterious which by its presence in the minds of primitive races restrained their natural activity in the search for truth. But, I ask, is it not a legitimate use of the intellect to recognize the existence of the inexplicable? The astronomer, tracing the evolution of the planets from their nebulous origin, learns to regard the solar system as a huge machine, constantly obedient to mechanical laws; but he must admit that behind those laws is a mystery which is absolutely unsolvable. The botanist, who studies the structure and growth of a plant, realizes at last that there is a limit where investigation must stop and beyond which only imagination can pass. And should not the student of literature realize, above everything else, that the true work of genius is the outgrowth from a living germ of thought; and that beyond the reach of his analysis there is a mysterious and inexplicable principle which is absolute for that particular work, and to which all recognized laws of literary style must be merely relative? "And so he does," you say. It is true that he recognizes the fact when it is brought before him, but this truth does not enter largely into his conception of genius.

It seems to me doubtful if a knowledge of the principles of criticism, rhetoric, and composition is to any considerable degree an aid either in recognizing, rightly appreciating, or cultivating literary genius. It is what is unconsciously taken in from association with works of genius, that nourishes the mind; and it is practice that develops its powers. And these powers must be nourished and developed, they cannot be constructed like a wall, with facts for bricks and principles for mortar.

LOCALS.

Vale!

Blanchard, '92, was in town early in the vacation.

Hoffman, '93, is studying law in a Boston law office.

The STUDENT extends the compliments of the season.

Rogers, '96, is engaged in scaling lumber in the woods.

Miss Peabody, ex-'93, has been visiting friends in the city recently.

Miss Green, '94, has been substituting in the Auburn schools.

Over sixty of the students are engaged in teaching this vacation.

Pennell, '93, is reading law with F. L. Noble, Esq., of Lewiston.

Kavanaugh, '96, is acting as assistant in the Lewiston city clerk's office.

Lothrop, '93, was in the city for a few days just previous to Christmas.

Don't paste your New-Year's resolutons in your hat. Better carry them in your head.

Professor Stanton delivered a lecture at the Congregational church in Alfred, December 26th.

The annual convention of the Maine State Pedagogical Society will be held in Lewiston, December 29–31.

Chase, '93, is spending his vacation in Boston in the study of oratory and physical culture.

Woodman, '94, and Marsh, '94, have succeeded Marden, '93, and Graves, '94, as teachers in the Latin School.

The gymnasium is occupied nearly every afternoon by those who still linger at Parker Hall. Bowling is the favorite diversion.

Moulton, '93, who is teaching at Georgetown, has had an enforced vacation of two weeks on account of scarlet fever in his school.

Professor Stanton and those students remaining in town, enjoy weekly rambles into the country for birds and general exploration.

Professor Angell lectured in Brockton, Mass., December 21st, at the Free Baptist Church of which D. G. Donnocker, '92, is pastor.

Work on the physical laboratory has been progressing during the vacation, so that it may be fitted up ready for use by the beginning of next term.

President Cheney was in Boston recently to meet his brother, ex-Governor Cheney, of New Hampshire, previous to his departure for Switzerland.

We are glad to report that Snow, '93, who has been so dangerously ill with typhoid fever, has so far recovered that he was able to visit Lewiston a short time ago.

Parker Hall is more deserted and desolate than usual this vacation. The only college men remaining within its walls are Bruce, '93, Fanning, '93, and Woodman, '94.

The question for the Sophomore prize debate which occurs on Monday of Commencement week is, "Has the Character of Columbus been Overestimated?"

Clinton, '96, is occupying his time during vacation in lecturing on his native land, Africa. He especially treats of the habits and customs of the Bassa tribe, of which he is prince.

We are gratified to state that the STUDENT has been financially successful during the past year, thanks to the enterprise of our business manager Mr. Moulton and his assistant Mr. Pennell.

A new case of specimens for the biological cabinet has just been opened by Professor Jordan. They are mostly invertebrate forms, and will be taken up in the work of next term.

Hon. Person C. Cheney, of Manchester, N. H., has been appointed by President Harrison as United States Minister to Switzerland. Mr. Cheney is a member of the Board of Fellows of the college.

Professor Chase has been in Boston on business connected with the college. Before returning home he will attend the annual convention of the Association of Teachers of Modern Languages, of which he is a member, to be held in Washington, D. C., the last of this month.

The STUDENT editors for next year have chosen their departments as follows: L. J. Brackett, Alumni Communications; Hoag, Magazine and Book Reviews; Cook, Alumni Personals; Marsh, Literary and Poets' Corner;

Pierce, Exchanges and College Notes; Leathers, Locals.

The fund for the grading of the new athletic field is slowly growing. Mr. Orland Smith, formerly of Lewiston and son of Judge Smith, has contributed $250 to this fund. Ex-Governor Garcelon, of Lewiston, has also given some land on College Street which is to be sold and the proceeds devoted to this purpose.

In addition to those mentioned elsewhere, the following students are also teaching, but their addresses we have been unable to ascertain: W. R. Fletcher, of the Junior class; W. S. C. Russell, N. R. Smith, and Miss Sarah L. Staples, of the Sophomore class; O. F. Cutts and L. S. Mason, of the Freshman class.

Two very pleasant dinner parties were given to those members of the Senior class who reside in Boston and vicinity or were visiting there during the vacation season. The first was by Miss Conant at her home in Littleton, December 8th, and the second by Mr. Swan at his home in Roxbury, December 17th. The unique souvenirs which were presented will serve as happy reminders of these most enjoyable events.

The Freshman class has been divided into five divisions for their Sophomore debates. The divisions, with the questions which they have selected, are as follows: *First Division*—"Is it Probable that Shakespeare was the Author of the Dramas Attributed to Him?" *Aff.*—Thompson, Miss Prescott, E. I. Hanscom, Cutts, Freeman; *Neg.*—Miss Ockington, Hilton, Miss Doyen, Roberts, Miss White. *Second Division*—"Is Reputation Gained by Statesmanship as Permanent as that Gained by Authorship?" *Aff.*—Gould, Berryman, Miss Dunn, Eaton, Fairfield; *Neg.*—Stevens, Norton, Miss Bonney, Vining, Miss Miller. *Third Division*—"Ought England to grant Home Rule to Ireland?" *Aff.*—Lord, Peacock, Miss Bryant, Miss Dolley, Miss Peacock; *Neg.*—Miss Thayer, Parsons, Williams, O. E. Hanscom, Miss Mason, Miss Brown. *Fourth Division*—"Would the United States be Benefited by the Peaceable Annexation of Canada?" *Aff.*—Purinton, Mason, Malvern, Gerrish, Plumstead; *Neg.*—Boothby, Miss Staples, Douglass, Tibbetts, Miss Michels, Parker. *Fifth Division*—"Is it Probable that the Darwinian Theory is Substantially Correct?" *Aff.*—Miss Parsons, Howard, Miss Roby, Turner, Rogers; *Neg.*—Miss Hunt, McAllaster, Clinton, Thomas, Kavanaugh, Miss Smith.

The following is a list of those students who are teaching this vacation, with their addresses:

'93.

K. C. Brown,	East Wilton.
Georgina E. Gould,	Lisbon.
E. L. Haynes,	East Union.
A. P. Irving,	Scarboro.
M. E. Joiner,	Ashby, Mass.
A. B. Libby,	Friendship.
W. C. Marden,	Searsport.
G. L. Mildram,	Port Clyde.
L. E. Moulton,	Georgetown.
W. F. Sims,	York Village.
E. W. Small,	South Hope.
M. W. Stickney,	Wells Branch.
E. J. Winslow,	North Wayne.

'94.

L. J. Brackett,	Phillips.
H. M. Cook,	Clinton.
W. M. Dutton,	North New Portland.
W. A. French,	East Raymond.
S. I. Graves,	Turner Village.
E. J. Hatch,	Milton, N. H.
J. B. Hoag,	South Lubec.
J. W. Leathers,	Machiasport.
Kate A. Leslie,	Turner.
Cora B. Pennell,	Bowdoinham.
F. E. Perkins,	York Village.
A. W. Small,	Deer Isle.
F. C. Thompson,	Kennebunkport.

'95.

W. W. Bolster,	Houlton.
W. S. Brown,	Georgetown.
E. G. Campbell,	Lyndon Centre, Vt.
W. P. Hamilton,	New Portland.
A. C. Hayes,	Jonesport.
G. A. Hutchins,	Harrison.
J. E. Mason,	Hancock, N. H.
J. G. Morrell,	Windham.
B. L. Pettigrew,	Westport, Mass.
R. F. Springer,	Belfast.
C. S. Webb,	South Hope.
A. G. Weeks,	Westport, Mass.
Helen M. Willard,	Auburn.

'96.

I. P. Berryman,	Damariscotta Mills.
H. L. Douglass,	Gardiner.
Sara L. Doyen,	Stark.
H. T. Gould,	Lincoln, Vt.
E. I. Hanscom,	Scarboro.
O. E. Hanscom,	Matinicus.
F. W. Hilton,	Pownal.
A. B. Howard,	Richmond.
Edna M. Hunt,	Lisbon.
Herbert Lord,	Ogunquit.
Ina M. Parsons,	New Portland.
W. S. Parsons,	East New Portland.
Edith E. Peacock,	Gardiner.
H. S. Peacock,	North Whitefield.
L. G. Purinton,	Bowdoinham.
R. L. Thompson,	Barnstead, N. H.

A spelling match between ten Cornell professors and ten Ithica citizens, with a concert by the musical clubs, is to be given for the benefit of the Cornell eleven.

ALUMNI DEPARTMENT.

[The alumni are respectfully requested to send to these columns Communications, Personals, and everything of interest concerning the college and its graduates.]

TO TENNYSON.

The full-orbed moon that on thy features shone,
When thy life's lamp outflickered in the night,
Sailed no more quietly through dizzy height
In pathless seas of blue, than all alone
Thy pure soul passed,—its earthly shell outgrown,—
Into illimitable realms of light:
While they that watched thy spirit take its flight
Sat dumb, bereft, too saddened to make moan.

And yet thou didst not die! Thy rare songs thrill
Even as of yore souls fainting in life's fray,—
Thy faith, like sunlight, piercing all their gloom.
Nay more! O poet-voice, thou'rt singing still
Celestial songs to gladden those that stray
In heavenly fields radiant with deathless bloom.

JENNIE LAWRENCE PRATT, '90.

EDUCATIONAL FEATURES OF THE WORLD'S FAIR.

To the Editors of the Bates Student:

YOUR courteous but urgent request that I should furnish the readers of the STUDENT some facts relating to the "Educational Features of the World's Fair," explains the appearance of this article.

Perhaps it would be well to state, at the outset, that, in my opinion, the educational features of the Fair will not be wholly confined to the three R's, the languages, and the sciences.

The skill and inventions of the mechanic, the display of the manufacturer,

the vastness and structural excellence of State and Departmental buildings, the works of the philanthropist for sweet humanity's sake, the beauties of art, the influence of music and the drama, will also represent the genius and intelligence of the men and women of our times and help constitute the grand, inspiring, and educating features of the Fair.

It is the former "features," however, rather than the latter, that I have been invited to describe. The educational display, as at present devised, can be very readily grouped under three heads as follows: public schools, special, technical, and professional schools, colleges, and universities. The state will constitute the smallest unit of division in the display of the public schools. The state exhibiting the greatest educational progress and capable of making the best display, will, in all probability, be permitted to occupy the most favorable position in the allotment of space.

This fact established, the order of display will be such that similar grades will be found side by side in the sequence of states.

In the display of each state the visitor can trace the grades, from the kindergarten to the most advanced, as each grade is successively arranged. By crossing the areas the similarities and variations can be observed in the comparison of grades. Doubtless there will be considerable diversity in the character of the work from schools of the several states, and especially in the arrangement of the display.

Perhaps on the whole this is desirable, since it will lend variety, interest, and attractiveness to the exhibit. In the main, however, certain general appearances must be observed, otherwise confusion would reign and leave the visitor in a state of bewilderment.

The work of pupils, as required, will be such as can be shown subjectively by classes and grades, bound in book-form and properly marked, indicating the contents for the information and guidance of the public.

In these volumes will be found work in number, form, color, language, arithmetic, penmanship, drawing, geography, translations, dictations, essays, etc. Charts, on which will be mounted drawings from the elementary and secondary schools, will be displayed quite extensively.

In addition, photographs of school buildings, classes, class rooms, and laboratories will constitute an important and interesting part of the exhibit. The suggestion has been made that a photographic display of teachers would lend interest to the educational department of the Fair. After having seen the *features* of the display, we could then speak more advisedly as to the attractiveness of such a collection.

Many states will present in their exhibit large maps showing the location, number, and kind of educational institutions in the state. The display of charts, graphically showing educational progress and essential school statistics, will be of great usefulness to the economist and the visitor desiring to take in many things at a glance.

By means of modern invention music from the public schools will be

reproduced phonographically at the Fair, and the visitor will be pleased, delighted, and entertained by the sweet melody of children's voices. All the foregoing will be displayed on tables of uniform size and upon partition wall space especially constructed for such purposes.

Under the arrangement contemplated, the visitor can readily see the exhibit and conveniently examine that which especially interests or comes within his or her sphere of work. Here comparisons can be made, methods studied, and benefits acquired.

In the exhibit of special, technical, and professional schools, state lines will be ignored. This display will be grouped so that all commercial schools will make a collective exhibit—manual training schools another—and so on. This arrangement is for the purpose of bringing together educational interests identical in purpose and to facilitate the work of comparison and observation. The higher institutions of learning, colleges, and universities, will be located according to the importance of the display they are prepared to make.

It is obvious to all that the chief purpose of the educational exhibit is the display of material illustrating the work of the various schools, as well as the forms of education, and the ascertainment of the progress that is being made in the diffusion of learning among the masses as well as the classes. That education has for its objects the upbuilding and improvement of mankind is hardly necessary for me to state. How well this has been done in our day—how much there is still undone—how general is the diffusion of knowledge, are questions that the World's Columbian Exposition will soon answer in a public and impressive manner.

Before closing, I will add a word regarding the Fair buildings and grounds at Jackson Park, Chicago. I am well aware that already many things have been told descriptive of the Exposition, but no ordinary word painting can do full justice to the picture, even as it now exists in such massive proportions and symmetrical outlines. Take for example the building of Manufactures and Liberal Arts, where the educational exhibit will be shown. This building, covering as it does thirty-one acres, will accommodate one million persons, allowing sixteen square inches of floor space to each. Imagine, if you will, a building large enough to give standing room beneath its roof to the entire population of the city of Philadelphia, and then you get some idea of its vastness. Nearly two hundred thousand persons assembled in that building October last to witness the dedicatory exercises of the Fair. That gathering contained many of the most brilliant and distinguished men and women of our land. The scene which that vast assemblage presented was one never to be forgotten. It was a grand and thrilling spectacle.

Ordinarily one would suggest the difficulty of providing for such a large concourse of people, but the city of Chicago kindly and conveniently cared for all on that occasion.

From the cupola of the State of Maine building a fine panoramic view is obtainable. As we look out to the

left we see across the boulevard the great inland sea, Lake Michigan, only one hundred and fifty feet distant. To the right, and on the same side of the avenue with Maine's building, stands the buildings of Massachusetts, New York, Pennsylvania, and Missouri. Many of the other states are grouped in a semi-circle in the rear of these. Across the avenue and almost in front stands the handsome building of Fine Arts. A little to the southeast is the Illinois State building, crowned with a large dome, and costing about two hundred and fifty thousand dollars. In front in a southerly direction stands the great building of Manufactures and Liberal Arts, already described. Close by and side by side are the buildings of Electricity and Mines and Mining.

Further south and separated by a large canal we see the massive Machinery Hall. Here, jutting out into the lake several hundred feet, is the Casino and Pier, designed for musical entertainments, band concerts, and large choruses. East from the Manufactures building and beyond the wooded island is Horticultural Hall, while adjoining on the north is the Women's building, designed by Miss S. G. Hayden, of Boston. The buildings for Fisheries, Transportation, Agriculture, Live Stock, and Foreign Nations, I will not now undertake to locate or describe. The officers and executive departments, from whence will be managed this gigantic enterprise, are located in the Administration building, which stands not far from the Electricity building. It is surmounted by an immense dome, which attracts our attention, as it glistens and gives back through the thin smoke and haze of a warm October day, a softened reflection of the mid-day sun. Looking out on this vast domain of six hundred acres, now called the "White City," we see domes, spires, and minarets rise far above magnificent structures, while wandering in, out, and around these massive buildings are the low lagoons, whose lazy waters again reflect minaret, spire, and dome. In a few months the steam launch, the gondola, and other pleasure-boats will ply the waters of these lagoons, while their turfed and graded slopes will become the delightful retreat of admiring thousands.

Here, from every avenue in life, will be harvested the world's best treasures. To enter this school will be the event of a life-time. The series of object lessons that will be presented and the exhibit displayed there, will certainly instruct the visitor and surely captivate his admiration.

D. J. Callahan, '76.

Lewiston, Me., Nov. 25, 1892.

LOVE IS A BIRD.

From the Century.

Love is a bird that beats against thy breast,
And seeks in thy warm heart to make his nest.
Ah, gentle maid, wilt thou not let him in?

Far has he flown across the world to-night;
Through wind and storm he seeks thy bosom bright.
Arise, dear maid, and let him enter in.

Joyful the heart he makes his dwelling-place;
He bringeth bloom and gladness to the face.
Ah, gentle maid, wilt thou not let him in?

His little bosom flutters wild and fast;
He hath no shelter from the raging blast.
Oh, haste, dear maid, and let Love enter in.

WILLIAM PRESCOTT FOSTER, '81.

SOME OF THE QUALIFICATIONS NECESSARY FOR THE SUCCESSFUL TEACHER.

THERE are teachers and teachers. It has been said that "a pretty good scholar is like a pretty good egg—nobody wants it." So a "pretty good" teacher is a poor one. There are but two kinds.

The first qualification necessary for the successful teacher is scholarship. This is absolutely essential; he may have all the other attributes, but without this first of all, he will be a failure. He need not be a person of great erudition, fully acquainted with all lines of knowledge, but he must have a love for study and good reading.

The next qualification necessary, I should say, is an interest in young people, a sympathy with them in what interests them. The man who considers children a bore merely to be endured, will never win the hearts of his pupils, and consequently will never succeed as a teacher. Such a one will not undertake teaching for the love of it, or for the good he may do, and if he does it at all it will be for the money he thinks there is in it; and he ought never to be allowed to make the attempt.

With these two essentials to begin with, almost any one may, if he choose, become a good teacher.

Observe that I say *may become* a good teacher. Other qualities that are desirable may be cultivated on the way. I will mention a few that are necessary before one can become a fully equipped teacher.

Judgment, power to read men, will be found to be a most valuable auxiliary. And closely allied to this is tact,—a readiness in emergency,—and power to adapt one's self to the various conditions and circumstances of school life. Students are of widely varying dispositions and tastes, and a teacher needs to be able to recognize these differences almost at a glance, and to be able to adapt himself to them all.

This twofold power is the all-important factor in governing a school, as well as in drawing out the abilities and tastes of the different pupils. It is along this line that many otherwise good teachers fail. The secret of good discipline lies in the power to govern without seeming to do so. Different kinds and degrees of discipline are found necessary, and in all these cases the highest good of the pupil and the school is the first and only consideration. In one case, severe measures are the only remedy that will meet the need; with another pupil in a case of the same nature, a kind reproof is the best discipline to be administered. Shall we use severity with the one and mildness with the other, and yet stand before the school free from the charge of unfairness, and so retain the respect of the pupils? Such questions are sure to confront the teacher, and to meet them requires judgment and tact.

Patience! Under what condition of life is it not needed! And in hardly any place is it needed so much as when

one mind has to meet the many, to instruct, and direct, and discipline.

The dull but faithful boy must be told the same thing even to seventy times seven if need be, without show of vexation or weariness; while on the other hand, the bright but mischievous pupil must be held in check and yet not crushed.

Many a plodding boy has been brought into the light of a new life by the patient skill of a wise and earnest teacher; and here is the teacher's field for the truest success. A bright boy may learn in spite of a poor teacher, but the so-called stupid pupil is the teacher's opportunity, for it is through him that success must be measured.

But patience is not complete without perseverance. No one can reach perfect success at the first attempt. The "first term" is a critical period to the would-be teacher. It shows him of what timber he is made. If he is of the right mettle, the discouragements, and even the defeats of the first attempt will not dishearten, but will only stimulate to greater effort.

I make no point of a good moral character, or of clean personal habits, for a man who has not these is not fit to have charge of the training of children.

In making my final point, I shall, I suppose, lay myself open to criticism.

Other things being equal, I believe that the highest, truest success in teaching is only reached by the teacher who possesses living, active Christianity.

The other named qualifications will be more fully and more easily developed, ideals will be higher, and the bond that unites teacher and pupil will be more intimate, and the results attained by the cultivation of the heart as well as the head will lead to a higher type of mental development. And we are taught that the end of education is to prepare man to fulfill the purposes of human existence, *i. e.*, *to live completely*. "Seek ye *first* the kingdom of God and his righteousness, and *all these things shall be added unto you*."

In conclusion let me say that I am aware that I have given utterance to no new ideas, and that the points made have not been fully elaborated, yet I trust that what I have said may be of help to some who are just starting out in this important line of work.

W. J. Brown, '81.

U. S. Grant University, Athens, Tenn.

PERSONALS.

'69.—At the annual meeting of the Maine Pedagogical Society which is to be held in Lewiston, December 29-31, Geo. B. Files, principal of Lewiston High School, will discuss the topic, "The Importance of Placing Good Books in the Hands of Pupils."

'72.—Civil Engineer J. A. Jones has been in South Boston lately making surveys for work to be done by Bearce & Clifford of this city.

'75.—G. W. Wood, Ph.D., is professor of English in the High School at Salem, Mass.

'76.—D. J. Callahan, Esq., chairman of the committee on educational exhibit, of the Maine World's Fair Commission, has recently made addresses to the teachers in some parts of the

State where apathy existed in regard to Maine's school exhibit. Upon being asked if it would not be well to hold a school exhibit of the display from the Maine schools at some central place in the State, like Lewiston, before the materials are sent to Chicago, Commissioner Callahan replied: "That is a question well worth considering. I think an educational display from Maine schools, practically arranged in some large hall, like our City Hall, would be an attractive affair and of great educational value to Maine." Let us have this display by all means.

'77.—Representative O. B. Clason, author of our Australian system of voting, has written a public letter upon "Our Ballot Law," portions of which we quote: "Since the September election, there has been more or less discussion in the newspapers of our State in regard to amendments that should be made to our ballot law to make it more effective. The amendments proposed cover a wide scope, from changes that would tend, as it is claimed, to make the present method more perfect, to a radical change in the system itself. In order to understand the change proposed, it is necessary to bear in mind that there are two methods of voting under the secret ballot, one, where the candidates of a party are grouped together, as in Maine, and the other, where the candidates of the several parties are arranged alphabetically, as in Massachusetts. In discussing these two methods it is necessary to consider what we are endeavoring to secure under a secret ballot. Two things alone are, or should be, sought for, secrecy and simplicity. Under our present law we get secrecy; although it is claimed that it can be told whether a man votes a straight or split ticket by the time he occupies in the booth. Very well; but it is impossible to tell how he votes. Can one reasonably ask more for the law? The present law requires some amending to make it more practical. One amendment proposed, to have the booths farther from the rails, should be carefully considered. With these amendments it seems as if we can proudly stand by our law until a better one presents itself." These statements are well worth the careful attention of our lawmakers at Augusta this winter. One question not raised, but which we take the liberty to propose is this: Would it not be advisable to place a screen or partition of some kind in front of the booths, and thus do away with this watching of the bystanders?

'77.—The teachers of Lewiston are receiving instructions from Superintendent G. A. Stuart relative to Maine's educational exhibit at the World's Fair. Superintendent Stuart not long ago made public an interesting plan of examination for the Lewiston scholars. These examinations have already commenced. There will be six sets of papers from every scholar in the Lewiston schools. "The scholars will take an unusual interest in the examinations," says Superintendent Stuart, "as they know that their work will be shown to the thousands from all over the world at the Chicago Fair."

'81.—In many of the papers and magazines we notice productions from

the pen of one of our poets, William Prescott Foster. From the *Lewiston Journal* of recent date we copy the following sonnet:

SILENCE OF THE HILLS.

The windy forest, rousing from its sleep
Voices its heart in hoarse Titanic war,
The ocean bellows from its rocky shore,
The cataract that haunts the rugged steep
Makes mighty music in its headlong leap,
The clouds have voices and the rivers pour
Their floods in thunders down to ocean's floor,—
The hills alone mysterious silence keep.
They cannot rend the ancient chain that bars
Their iron lips, nor answer back the sea,
That calls to them far off in vain; the stars
They cannot hail, nor their wild brooks—ah me,
What cries from out the stony hearts will break
In God's great day, when all that sleep shall wake.

'82.—S. A. Lowell, Esq., of Pendleton, Oregon, formerly of the Maine Benefit Association of Auburn, has retired from the editorship of the *Pendleton Weekly Tribune*, and is practicing law under the firm name of Hailey & Lowell.

'84.—Lieut. M. L. Hersey, U. S. A., was in the city recently, and acted as judge at a military carnival held in Lyceum Hall. Lieutenant Hersey was judge for awarding the championship for individual drill to military competitors of Lewiston and Auburn.

'84.—Until recently it was generally believed that Miss Ella L. Knowles, the populist candidate, had been elected Attorney-General of Montana. An official count was necessary to determine the result. For some time the populists claimed, and others were disposed to concede, her election. She carried several Democratic counties and run well in Republican strongholds where the mining vote was large. The election of the Republican candidate is now conceded by 1,000 plurality.

We give two clippings. The *Christian Union* of November 19th said: "Miss Ella Knowles, the Bates College graduate, who was nominated for Attorney-General by the People's party of Montana, has been apparently elected. If she shows the same zeal as Attorney-General that the women of Wyoming have shown as jurors, the people of New York will want a woman for prosecuting attorney."

The *Eastern Argus* of a later date gave an excellent likeness of Miss Knowles with the following words: "Montana has made a new departure, certainly, in the nomination of a woman for Attorney-General, though if ever a woman attained success by her own exertions, that one is Miss Knowles. Having persisted in the study of law till prepared for her degree, she had to fight for admission to the bar by influencing the Legislature to pass a law allowing her to practice. Believing she had a right to become Attorney-General, she entered the field against two opponents, and conducted her own campaign with so much spirit that she won general approbation."

'84.—Principal D. L. Whitmarsh, of Farmington, is president of an association which the public school teachers of this village have formed, its object being the discussion of school work.

'85.—F. A. Morey, Esq., recently lectured before the Androscoggin County Law Students' Club upon "The Law of Domestic Relations."

'86.—H. M. Cheney, of Lebanon, N. H., whose election to the New Hampshire Legislature we chronicled in our last issue, is manager and associate editor of the *Granite State Free Press*.

'86.—At the last election, J. H. Williamson, the Republican candidate, was elected county judge for Lake County, South Dakota.

'87.—Edward C. Hayes, son of Professor Hayes of the college, has left Lewiston for Chicago, where he will take up the science of Sociology in the Chicago University.

'87.—Percy R. Howe, D.D.S., and wife have a son, born November 16th.

'87.—"Rev. Israel Jordan, of Casco," says the *Lewiston Journal*, "has accepted a call to the pastorate of the Congregational church at Bethel, and commenced his work at a salary of $1,000." Rev. Mr. Jordan is a graduate of Andover Theological Seminary.

'88.—Miss Lucy A. Frost, of the Pawtucket (R. I.) High School, has lately accepted a position in the High School at Dorchester, Mass., at an advanced salary.

'89.—Invitations have been received for the wedding, on Friday afternoon, December 30th, of Miss Harriet A. Pulsifer, of Auburn, at one time a member of '91, to George Hobert Libby, teacher in the Denver (Col.) High School.

'89.—Born, November 23d, to the wife of Mr. I. N. Cox (Miss Kate Prescott,'91,) a son. (Lyman Prescott.)

'89.—F. J. Daggett is studying at the Harvard Law School. Mr. Daggett has received a scholarship in the institution.

'89.—Miss M. S. Little, of Auburn, has been engaged as principal of the High School at Livermore Falls.

'92.—Roscoe Small is principal of the High School at Lincoln, Mass.

A TYPICAL CHARACTER.

He's young in years, quite young in years,
With his hair combed noseward over his ears.
He's Alexander Drummey, A.B.,
Of Big Gun University.
With half an eye 'tis easy to see
He's very proud of his 'varsity;
But the Washington monument will swim
Before his 'varsity 's proud of him.

I. J., '87.

ONLY A MEMORY.

Only a memory. Perfect June weather;
Vistas of country-road, bordered with wild-flowers;
Brooks with cascades and sweet hermit thrushes,
Blending their voices, an anthem primeval.
Far away rises Monadnock, the beautiful.
Fair is the valley that lieth before us;
Golden the sunset that lighteth the hill-tops.
Silence rests over all. Sweet the remembrance.

A. L. S., '89.

BOSTON ALUMNI MEETING.

The Bates College Alumni Association of Boston and vicinity held their annual business meeting and banquet at Young's Hotel, Boston, Friday evening, December 23d. Mr. A. E. Elliott presided at the business meeting. The following officers were elected for the ensuing year: President, George E. Gay, '72; Vice-President, F. E. Emrich, '76; Secretary and Treasurer, C. C. Smith, '88.

It was voted to make the meeting of next year a "ladies' night," and invite all members accompanied by their wives or lady friends to attend.

At the conclusion of the business meeting adjournment was had to the large banquet hall. The after-dinner exercises were very interesting.

President Cheney, of the college, on being introduced, made an address on the needs of the college and an appeal for a larger endowment.

Dr. Cheney especially emphasized the fact of the great need of a larger endowment for the college. This must be secured in order to meet expenditures from year to year. The classes are continually growing larger, and four new professors should at once be added to the college faculty. The college greatly needs a library building with the addition of new books to the library.

H. S. Cowell, '75, principal of Cushing Academy at Ashburnham, Mass., was the next speaker, taking for his subject "Progressive Element in the Alumni."

Hon. A. M. Spear, '75, mayor of Gardiner, Me., was the next speaker, and was followed by W. E. Ranger, '79, principal of Lyndon Institute, Vermont. The latter's subject was "Conservative Element in the Alumni."

W. F. Garcelon, '90, gave an interesting talk on the "College Club," after which Hon. John T. Abbott, '71, U. S. Minister to Columbia made a few remarks of great interest to the alumni.

Hon. Charles H. Hersey, '71, was the last speaker, after which the exercises closed.

EXCHANGES.

The *Bowdoin Orient* presents in a November issue a new department entitled "The Pessioptimist." As a pessimist the author "attacks anybody and everybody about college, whom he deems worthy of having his eyes blacked with editorial ink. As an optimist he gives due praise and encouragement to all reforms and good deeds. He endeavors to invade neither the province of the editorial or local columns, but attempts to fill the gap left between the two." The department is an addition to the *Orient*, and constitutes one of its best features. Glimpses of Bowdoin's past in the same number is interesting as a comparison of the small beginning, with the present ample and growing equipments of this old New England institution.

"Breadth in Education," is the subject of a practical article in the *W. P. I.*, published at Worcester Polytechnic Institute, in which the writer, while recognizing that the law of success is concentration, and that this is an age of specialty, argues for a broad outlook in education.

He says:—

A man may succeed in the main business of life, and yet share his time and interest with some other pursuit. While bending his energies to the practical business of life he may profit by the study of somewhat which will change the current of his thoughts and the direction of his energies. The specialist in any department must lose touch with his fellow-workers in other departments if he confine himself too exclusively to his own pursuit. He becomes a man of one idea. Any man who will devote the time he wastes to the study o some branch of natural science may become in a short time an accomplished man, qualified to

associate with scholars, and that without neglecting his proper work or imperiling his success. The mind is kept from growing narrow only by diversity of occupation. Every mind is liable to be narrowed which fails to learn that facts in every department are allied to the facts of every other. Once the student or the mechanic has laid hold of this clue, he begins to develop powers of thoughts and application before undreamt of. He rapidly becomes a broader thinker and a more skillful workman. Many a device for the application of mechanical forces to definite purposes has been suggested by some construction of the lower animals or even insects. The understanding of the morphology of a common weed is the revelation of the processes by which all things in nature have been evolved. All work, every trade, every occupation, is made more effective by knowledge, and knowledge of every kind bears upon work of every description. Therefore, every one of us should prosecute some study which will counteract the narrowing tendencies of our specialty, and open to our minds other doors of knowledge than those of the study, or shop, or counting-room, or laboratory.

Little is heard of the publishing business as a desirable field for young men, or of its being largely sought by them. The *Dartmouth Lit.* in its November issue presents the advantages of this work for college men, and shows its large growth and increasing importance.

The writer says:—

Time was when to publish meant the enormous risk of buying a few reams of paper and a pot of ink, imprinting the one upon the other with type upon a hand-press, binding up a small lot, and diffidently offering copies to such of the spectacled gentlemen as chanced within the door. To-day a great publisher has offices in many parts of the world. An army of employés execute his commands. Eyes and ears are his, and hands as well, that reach, it may be, to every city and village of our land and far beyond our ample boundaries. A single "yes" often inaugurates the hazard of a fortune in some new development of enterprise. Responsibilities like these, with their demands and opportunities, entitle publishing to present itself before college men in company with law, theology, and medicine.

The writer distinguishes three branches of the publishing business; the general, the subscription, and the school-book publisher. Of the latter he says:—

A great school-book publisher has to concern himself with books of the most elementary kind and works of the most advanced, and each is another window on the world of thought and action. All the principal branches of human investigation contribute threads to the warp or the woof of his daily work, and as the publications of his house find their way before teachers and school boards and into schools and colleges, from the humblest to the most famous, taking their part in teaching the simplest subjects or the most profound and special, in every quarter of the country, and almost of the globe, he finds himself in relations with all who think and work. His natural endowments and his acquired knowledge are tested to the utmost. His judgment and power of tracing causes and effect through periods of years and conditions most various are educated. Contact with the thought of other countries corrects and supplements the ideas he gathers in his own. And though he may not have the satisfaction of "originating," he can reflect that at least he does an important work in making available the best of others' thoughts, and that in losing the profundity of the specialist he also avoids his narrowness. All these branches of publishing, if not all in the same degree, afford for college men, first, a chance to work; secondly, a chance to do more or less congenial and valuable work; thirdly, a fair reward if not as great as may be gained in more strictly commercial pursuits; and, finally, better than many other callings, a chance of making in the end some original contribution.

We greet this month for the first time the *Index*, published at Haverford College Grammar School, Penn. It is the only grammar school exchange we have received, but ranks higher than many high school papers that come to our table. It is bright

and breezy and attractive in all respects.

With the present number of the STUDENT the Exchange editor lays down the pen and gives the work over to other hands. Almost with a feeling of regret we say good-bye to the many college papers that have come to seem like friends. The work of an exchange editor is a pleasant one, for the opportunity it gives of seeing into the real college life of so many institutions through their magazines; then, too, it is the chief means of intercourse between college papers. They speak to each other through their exchange department, not always, to be sure, as they would face to face, but for the most part in a friendly and courteous way. With almost no exception we have been treated with courtesy and appreciation this last year. Censoriousness, rather than criticism has ruled the department of some papers, but they are the exception. We have not attained our ideal of an exchange department. We have tried to approach it. Our purpose has been neither to extol nor to censure for the sake of so doing, but to gather notes of general interest, that would show in some measure the status of the papers represented. It is our theory that an exchange department should be interesting; that it should be of such a character as to contradict the comment, somewhat general that no one reads it. When the ideal is reached the exchanges will be by no means the least interesting part of the college paper.

We extend to our contemporaries with whom we have had such pleasant association our hearty good-will, and to the coming editor the hope that "upon his pen sit laurel victory! and smooth success be strewn before his feet."

POETS' CORNER.

A TWILIGHT VISITOR.

A world of shadows and silence,
Of dreamily falling snow,
And I at my darkened window,
With only the firelight's glow

To brighten the somber twilight,
And lift a little the gloom
That lies like a weight on the spirit,
As I muse in the silent room.

But look! through the deepening shadows
Floats softly a radiant form;—
Can it be that an elf of the sunshine
Thus braves the night and the storm?

Or is it a star bewildered,
That has strayed from her azure throne,
And, the thick clouds barring her pathway,
Thus wonders on earth alone?

Ah, no, it is only sweet Fancy,
With her magic glass in her hand;—
But she makes of my darkened window
A gateway to Fairyland.

—M. S. M., '91.

MY LITTLE LOVE AND I.

When dark buds swelled to tender green,
And April's earliest blooms were seen
On sunny banks to lie,
Together, joined in hand and soul,
In meadows sweet we used to stroll,
My little love and I.

Ah! life was young, and smiles were gay;
Fresh April melted into May,
(*Glad days run swiftly by!*)
We felt our youthful love in bloom;
Strange we were blinded to our doom,
My little love and I.

The blight that on Spring's blossoms fell
Rested upon my loved as well,
(*Sad days go slowly by!*)

She faded with the violets' breath;
We had forgot there could be Death,
My little love and I.

Ah, naught for me now but regrets!
She sleeps beneath the violets
She loved in days gone by.
My heart will break, O chast'ning God!
Would we were both beneath the sod,
My little love and I!

But cease, sad eyes, thy bitter rain!
All shall be well with us again
In dear days by and by.
Some time, beyond all death and blight,
Rejoined, we'll walk God's fields of light,
My little love and I.

—J. L. P., '90.

MAGAZINE NOTICES.

The magazines for December might be termed, with some propriety, *artistic*, for aside from their essential holiday attractions, they contain a remarkably large number of intensely interesting character sketches of such of the world's eminent literary artists as Tennyson, Whittier, Browning, and Lowell. They are glowing, too, with an unusually large number of bright contributions from noted writers themselves, who are still living.

The *Review of Reviews* furnishes three papers upon the influence, life, and thought of Tennyson, that are strikingly clear and appreciative. Mr. Stead with his inimitable power in character-sketching writes of "Tennyson, the Man"; Hamilton W. Mabie considers "Tennyson's Influence in America; Its Sources and Extent," while Canon Farrar characterizes "Lord Tennyson as a Religious Teacher." This latter paper finds causes of gratitude for four things in the life of the great poet. First—"For the prosperity, the peacefulness, the quiet inherent dignity, the austere and noble retirement of the life itself;" secondly, "For the deeper and kindlier insight which the poet has given us into the human heart"; thirdly, "That his poetry has been absolutely, stainlessly, and most nobly pure"; and fourthly, "That as his poems were all meant" to add ardor to virtue and confidence to truth, "so they all promote the cause of religion pure and undefiled. There was nothing sectarian, nothing ecclesiastical, about Tennyson's religion. He belonged to the true church, over whose portals are inscribed Christ's two great commandments of love to God and love to man." These papers, together with the reviews of articles on Tennyson in the other magazines for last month, furnish valuable reading for the student of English literature. Those who have recently read "The Little Minister," "A Window in Thrums," etc., may be interested in one or two facts concerning their author, that appear in the *Review of Reviews*. This Scotch writer, J. M. Barrie, whose reputation has grown so rapidly during the last year, is now thirty-two years old. He graduated from a small Scotch university only ten years ago. While in the university he did some newspaper work, and at one time obtained a position on a paper in Nottingham, but it was in his contributions to the London papers that his ability was first really recognized. Since that time he has met with good success as a writer. "The Little Minister," which appeared last

year, is considered his best book, although "A Window in Thrums" stands high among his writings.

It is a remarkable fact that the genius of Whittier was first discovered by William Lloyd Garrison. The *New England Magazine* for December prints fac-similes of Whittier's first two printed poems as they appeared in Garrison's *Newburyport Free Press*, June 8 and June 26, 1826, and also an interesting editorial note from Garrison, in which referring to the poems, he adds these prophetic words, that the poetry of the young writer "*bears the stamp of true poetic genius, which, if carefully cultivated, will rank him among the bards of his country.*" The stalwart abolitionist caught a gleam of the deep and beautiful poetic spirit that was not only to rank "the unknown Quaker lad" among the "bards of his country," but that was to send its gentle radiance throughout the world. Accompanying the poems are some notes that show of how much worth to Whittier was this early encouragement which he received from the great leader of the anti-slavery conflict. Fac-simile of some poetic greetings between Longfellow and Whittier and Longfellow and Tennyson also appear.

In its text and in its illustrations the *New England Magazine* is brilliant this month. "The Builders of the Cathedrals," by Marshall S. Snow; "Music in Chicago," by George P. Upton; "The Outlook for Sculpture in America," by William Ordway Partridge, are attractive. The student and educator will, however, be most interested in reading the two suggestive papers on the educational subjects: "How Civil Government is Taught in a New England High School?" by Arthur May Mowry, and "Can Religion be Taught in the Schools," by Charles L. Slattery. This last paper shows how simply the study of English Literature aids in the teaching of religion.

This month's issue of *Education* has an article by W. S. Monroe that gives some idea of the teaching of the old Moravian bishop, John Amos Comenius. The three hundredth anniversary of his birth, that occurred within this year, brought the name of this "Evangelist of Modern Pedagogy" prominently before the world. His position in the past history of educational development will be shown by the following:

"Bacon had pointed out that things should be taught instead of words, and Ratich had declared that education should be realistic rather than humanistic; but it was reserved for Comenius to be the evangelist of modern pedagogy, to adapt realism to education, and to emphasize the importance of sense-training and the acquisition of knowledge at first hand. Comenius was a noble priest of humanity, an ardent patriot, a famous educator, scholar, and author." "He was a Bishop of the Unitas Fratum, and he not only preached, but he lived as will the noble faith of common brotherhood."

The six papers by M. Mac Vicar, LL.D., in his series of "Notes on Principles of Education," are perhaps of more than usual general interest. They are finely arranged and are concise and practical to a certain extent. He discusses this month habits and the powerful influence of our tastes in "the formation of character in determining our social condition and the manner in which we perform our life-

work." May Mackintosh, Pd.M., presents "A Study of Browning's Poetry," that shows appreciation and depth of research. The paper is really a brief compilation of quotations from Browning, with explanatory notes.

For a comprehensive study of Browning, however, we should turn to the more elaborate paper by Stopford A. Brooke in the December *Century*. He writes of his "Impressions of Browning and his Art," and devotes considerable space to a comparison between him and Tennyson. "They were two great poets," he says, "of such distinct powers, and of such different fashions of writing, that they illustrate, even to the most unseeing eyes, something of the infinite range of the art of poetry. The immensity of the art they practice reveals itself in their variety, and this is the impression made on us when we look back on the lives of Tennyson and Browning. They sang for sixty years together, each on his own peak of Parnassus, looking across the Muses' Valley with friendly eyes on each other. The God breathed his spirit into both, but they played on divers instruments, and sung so different a song, that each charmed the other and the world into wonder."

Thomas Bailey Aldrich contributes a short poem for this number of the *Century*. Among the stories of the issue, we note, "The New Cashier," by Edward Eggleston; "The Gipsey Trail," by Rudyard Kipling; "Balcony Stories," by Grace King; the first installment of "Benefits Forgot," by Wolcott Balestier, and the continuation of Mrs. Burton Harrison's story of New York life, "Sweet Bells Out of Tune." R. J. McNeill brings out some characteristics of the life of Jenny Lind. Mrs. Van Rensselaer, who has contributed many articles to the *Century*, upon "English Cathedrals," has this month an entertaining paper upon "Picturesque New York."

The last number of the *Quarterly Register of Current History* has just found its way to our table. The magazine has been only recently started, but, if we may judge from this issue, it is destined to hold a prominent place among the leading periodicals. It is well edited, is scholarly and clear. The able treatment of its broad range of events and the convenient arrangement of its matter both conspire to make the magazine valuable for present information and for future reference.

COLLEGE NOTES.

Yale College has had twelve presidents since its foundation in 1701.

The *University News*, of the University of Chicago, now has two editors-in-chief and fourteen departmental editors.

Williams College will hold its centennial exercises October 8, 9 and 10, 1893.

The College of the City of New York will soon move to a new building, which is to cost $750,000.

The American University at Washington, D. C., is calling for a Christmas present of $1 each from 1,000,000 Methodists.

Puck's advice to college students is to go to bed early and avoid the rush.

BEAUTIFUL SNOW.

(A Chemical Formula.)

Dissolve the soft autumnal skies;
Add frosts till in a slight excess;
Take of the sharp north wind enough
To strip from off the trees their dress.

Bank up slow-drifting clouds of gray,
That mourn for nature's dreary fate;
Add to all this sufficient cold—
Result: a white precipitate. —*Unit.*

Prof. Albert Harkness, the well-known Greek professor at Brown, has resigned after holding the chair for thirty-seven years.

The Faculty of Chicago University has been discussing recently the admittance of fraternities into that institution. President Harper objects to their admittance, and wishes two literary societies to be established instead, which, he thinks, will supply the conspicuous vacancy, left by the absence of the Greeks. Mr. Stagg, the physical director, objects to them, on the ground that they will cause factions to be formed that will be detrimental to the progress of athletics in the institution.

Advice to Freshmen: Honor thy professor in the days of thy youth, that thou mayest be solid before thy Senior year.—*Ex.*

A graduate of Cornell, David Starr Jordan, who worked his way through college by hard, constant, untiring labor outside of school hours, is President of Stanford University at $15,000 a year, the largest salary paid to any college president in the United States.—*Ex.*

It is said that the college having the largest attendance is the Moslem University at Cairo, founded in 973 A.D. The number of students is 10,000.

There is something characteristic in the college yell. The yell of North Dakota University is decidedly western, being composed of the universal Indian shout and the Sioux war-cry: "Odx-Dzo-Dzi! Ki-Ri-Ri! Hi y-ah! North Dakota! Sioux war-cry!—*Ex.*

The University of Michigan accepts men from eighty-two preparatory schools without examination.

William Astor has signified his intention of giving $1,000,000 to establish a negro university in Oklahoma.

Cornell has sixteen men on the Leland Stanford University Faculty.—*Ex.*

Yale held entrance examinations at thirty places this year, Harvard at twenty-five, Milwaukee and London being assigned for the first time.

The number of actively Christian men at Bowdoin is 37, at Bates 39, at Colby 56.

The foot-ball half-back pays his bills
And laughs with infinite glee;
For he sees how much easier now than before
It is to break a "V."

The students of Vassar College are soon to produce "Antigone" in the original Greek. A Yale professor is preparing the scores, and Prof. Max Dessaur is transposing the music, which was originally written for male voices.

Prof. William Swinton, the well-known author of the series of text-books that bear his name, died recently in New York. He held a professorship in the California State University at the time of his death.

The University of Michigan graduated 689 men last year, the largest number ever graduated from an American institution.

LATIN SCHOOL.

This Institution is located in the city of Lewiston, Maine. The special object of the school is to prepare students for the Freshman Class of Bates College, though students who do not contemplate a College course are admitted to any of the classes which they have the qualifications to enter. The School is situated near the College and Theological School, and thus affords important advantages of association with students of more advanced standing and scholarship.

The Course of Study comprises three years and as many classes; that is, the first year, or third class; the second year, or second class; the third year, or first class. The classes are so arranged that students can enter the school at any time during the year.

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TERMS OF ADMISSION.

Candidates for admission to the Freshman Class are examined as follows:—

LATIN: In nine books of Virgil's Æneid; the Catiline of Sallust; six orations of Cicero; thirty exercises in Jones's Latin Composition; Latin Grammar (Harkness or Allen & Greenough). GREEK: In three books of Xenophon's Anabasis; two books of Homer's Iliad; twenty exercises in Jones's Greek Composition; Goodwin's or Hadley's Greek Grammar. MATHEMATICS: In Arithmetic, in Wentworth's Elements of Algebra, and Plane Geometry or Equivalents. ENGLISH: In Ancient Geography, Ancient History, English Composition, and one of the following English Classics: Shakespeare's King John and Twelfth Night; Wordsworth's Excursion (first book); Irving's Bracebridge Hall; Hawthorne's Twice Told Tales (second volume).

All candidates for advanced standing will be examined in the preparatory studies, and also in those previously pursued by the class they propose to enter, or in other studies equivalent to them.

Certificates of regular dismission will be required from those who have been members of other colleges.

The regular examinations for admission to College take place on the second Saturday before Commencement, on Wednesday preceding Commencement, and on Saturday preceding the first day of the Fall Term.

The examinations for admission to College will be both written and oral.

Hereafter no special students will be admitted to any of the College classes.

EXPENSES.

The annual expenses for board, tuition, room rent, and incidentals are $180. Pecuniary assistance, from the income of thirty-seven scholarships and various other benefactions, is rendered to those who are unable to meet their expenses otherwise.

Students contemplating the Christian ministry receive assistance every year of the course.

THEOLOGICAL SCHOOL.

This is a department in the College, established by vote of the corporation July 21, 1870. It occupies Nichols Hall, situated about a quarter of a mile from the College buildings, and is in charge of a special Faculty appointed by the College corporation.

Candidates for admission are required to furnish testimonials of good standing in some Christian church, and to give evidence of their duty to prepare for the gospel ministry, certified by the church of which they are members respectively, or by some ordained minister.

Those who are not graduates from College, previous to entering upon the regular course of study, must be prepared for examination in the common English branches, Natural Philosophy, Physiology, Chemistry, Geology, Astronomy, Algebra, and in the Latin and Greek languages.

Tuition, room rent, and use of libraries free.

COMMENCEMENT, Thursday..... JUNE 29, 1893